

# **Anaheim City School District**

## **Children and Families Commission Of Orange County**

**California Children and Families Commission  
School Readiness Program  
Phase 1A Application  
October 15, 2001**

## Form 1b

### Part III: Participating School(s) - Anaheim Unified School District

**Schools** Please list the names and CDS codes of all the schools included in the School Readiness Program/System. Each school should be a qualifying (i.e., high priority) school per the Guidelines for the RFF. (Note: The first school listed on this form may be used by CCFC for the purpose of Application identification.)

CDS Code*	District and School	Enroll-Ment	Grade Span	% students eligible to receive free or reduced-price meals	% enrolled students that are English Language Learners	** Current II/USP or CSRD school or IASA Schoolwide	Current API (Academic Performance Index)
30-66423-6027296	Anaheim City Francis Scott Key	676	K-6	97.49%	71.11%	IASA	494
30-66423-6113393	Anaheim City Thomas Jefferson II	1169	K-6	95.64%	73.73%	IASA	501
30-66423-6027387	Anaheim City Patrick Henry	1088	K-6	91.54%	66.64%	IASA	511
30-66423-6027395	Anaheim City Paul Revere	1093	K-6	97.99%	84.06%	II/USP	454
30-66423-6027379	Anaheim City Palm Lane	1065	K-6	92.86%	72.46%	IASA	494
30-66423-6027262	Anaheim City Franklin	1007	K-6	93.45%	65.51%	IASA	459
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		
				%	%		

\* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified 6110779 Bay Farm Elementary). Other terms are defined in the Guidelines to the RFF.

\*\* II/USP (Immediate Intervention/Underperforming Schools Program) designates involvement in California's education improvement program; CSRD (Comprehensive School Reform Demonstration) designates involvement in the federal education improvement program; IASA (Improving America's Schools Act) schoolwide projects refers to Title I schools that develop a schoolwide plan for education improvement rather than focusing services on individually identified students.

## COLLABORATIVE PARTNERS

### School Readiness Programs Application

Name/Title	Signature (Optional)	Agency and Address	Phone/Email
Dr. Ruben Barron Deputy Superintendent/ Education & Administration		Anaheim City School District Parent Task Force 1001 S. East St. Anaheim, CA. 92805	714-517-7500 Rbarron@acsd.k12.ca.us
Luz Gonzalez Parent Involvement Coordinator		Anaheim School District Family Service Center 1401 S. Anaheim Blvd. Anaheim, CA 92805	714-517-7527 Lgonzalez@acsd.k12.ca.us
Steve Swaim Community Services Department Director		City of Anaheim 201 S. Anaheim Blvd. Anaheim, CA	714-765-4500
Tony Edmonds Public Health Coordinator		Orange County Public Health 1725 W. 17th St. Santa Ana, CA 92706	714-834-7770
Lori Hastings Adult Education Coordinator		North Orange County Community College District 315 W. Wilshire Ave. Fullerton, CA 92832	714-992-6090
Elizabeth Spiegel Program Director Children Services		Anaheim Public Library 500 W. Broadway Anaheim, Ca 92805	714-765-1888
Vacant Position Anaheim Achieves Coordinator		Anaheim Achieves –YMCA 240 S. Euclid Ave. Anaheim, CA 92802	
Carmen Luna Head Start/State Preschool Director		ACSD Head Start/State Preschool 131 W. Midway Drive Anaheim , CA 92805	714-517-8548

Ruth Sorensen Principal		Jefferson II Elementary School 8905 Olive St. Anaheim, CA. 92805	714- 517-8920
Randall J. Wiethorn Principal		Palm Lane Elementary School 1646 West Palm Lane Anaheim, CA 92802	714-517-8944
Janet Grant Principal		Franklin Elementary School 521 W. Water Street Anaheim, CA 92805	714-517-8905
Kathy Theemling Division Director		Olive Crest Treatment Center 2130 E. Fourth St. Suite. #200 Santa Ana, CA 92705	714-543-5437 ext. 1133
Zoraida Green Principal		Patrick Henry Elementary School 1123 W. Romneya Drive Anaheim, CA 92801	714-517-8914
Gloria Reynaga Principal		Revere Elementary School 131 W. Midway Drive Anaheim, CA 92805	714-517-8950
Peggy Immerman Principal		Francis Key Elementary School 2000 W. Ball Road Anaheim, CA 92804	714-517-8926
John Webb Program Manager		FaCT Collaborative 1200 North Main Street, #170C Santa Ana, CA 92701	714-480-6419
Ruth Sorensen Principal		Jefferson II Elementary School 8905 Olive St. Anaheim, CA. 92805	714- 517-8920

## SCHOOL READINESS PROGRAM DIRECTORY INFORMATION (SCHOOL READINESS PROGRAM PROFILE)

*Briefly summarize the major elements of each School Readiness Program (or System). Your summary will provide an overview for reviewers and be included in the School Readiness Programs Directory.*

<b>County Commission:</b> Children and Families Commission of Orange County <b>Address:</b> 10 Civic Center Plaza, 3 <sup>rd</sup> Floor Santa Ana, CA 92701-4062 <b>Phone:</b> (714) 796-0464 <b>FAX:</b> (714) 834-4790	<b>Contact:</b> Elaine Coggins <b>Title:</b> School Readiness Coordinator <b>School Readiness Program:</b> Anaheim City School District <b>Street:</b> 1001 S. East Street <b>City/Zip:</b> Anaheim, Ca. 92805 <b>Phone:</b> (714) 517-7575 <b>FAX:</b> (714) <b>E-Mail:</b> <a href="mailto:ok4mail4ec@aol.com">ok4mail4ec@aol.com</a>
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School District/School	Enrollment	Grades	School District/School	Enrollment	Grades
Anaheim City School District/ Francis Key	676	K - 6	Anaheim City School District/ Patrick Henry	1088	K-6
Anaheim City School District/ Thomas Jefferson II	1169	K-6	Anaheim City School District/ Paul Revere	1093	K-6
<b>Community Characteristics</b>	<ul style="list-style-type: none"> <li>The City of Anaheim is the second largest city in Orange County with a population of 328,014 experiencing a 23.1% growth in the population from 1990 to 2000</li> <li>57.66% of the population is White; 2.80% are Black or African American</li> <li>49.23% categorize themselves as Hispanic or Latino origin of any race.</li> <li>95% of the children within the four schools are English Language Learners.</li> <li>73% of the children within the four schools are eligible for free/reduced meals</li> </ul>				
<b>Services and Programs (5 Essential and Coordinated Elements)</b>	<p>The Anaheim City School District will implement school readiness programs in several manners. These services will include additional and/or enhanced preschool programs, parent/adult education and health/social services for 0 – 5 children and their families in the attendance area of Key, Jefferson II, Henry, Revere, Palm Lane, Franklin and the Family Service Center.</p> <p>New services for 204 children; enhancement to existing services for 262 children;  Total of <b>466</b> children</p> <ul style="list-style-type: none"> <li>School Readiness program for <b>105</b> at-risk kindergarten children</li> <li>High quality preschool twilight program for <b>54</b> 4– 5 year-olds</li> <li>On site adult education (3 levels of ESL, math and GED) supported by quality childcare and offered morning, afternoon and twilight –<b>45</b> 1-5 years old</li> <li>Enhancement of existing programs <b>262</b> children to include <ul style="list-style-type: none"> <li>High quality services for 30 Even Start children</li> <li>Head Start /State preschool classes – <b>232 children</b></li> </ul> </li> <li>Additional staff to assist the Center to provide education, health and support services for children 0 - 5 and their parents</li> </ul>				
<b>Collaborative Partners</b>	<ul style="list-style-type: none"> <li>City of Anaheim</li> <li>Olive Crest Treatment Center</li> <li>Orange County Public Health</li> <li>North Orange County Community College District</li> <li>Anaheim Public Library</li> <li>Anaheim Achieves –YMCA</li> <li>ACSD Head Start/State Preschool</li> <li>Anaheim City School District/ Family Service Center</li> <li>Manzanita Park Family Resource Center</li> <li>Ponderosa Park Family Resource Center</li> <li>Francis Key Elementary School</li> <li>Patrick Henry Elementary School</li> <li>Revere Elementary School</li> <li>Palm Lane Elementary School</li> <li>Jefferson II Elementary School</li> <li>Franklin Elementary School</li> </ul>				

**ANAHEIM CITY SCHOOL DISTRICT**  
**Narrative Description of Phase 1 School Readiness Program (or System)**

A “description” that addresses the questions listed in this section is needed for: **a) each School Readiness Program in the county application, and/or b) a district or countywide system with school/community descriptors for each participating school (questions 1.b. and c. and 2.c. below)** that deliver the 5 ‘Essential and Coordinated Elements’ and that meet fiscal and quality requirements. Each participating County Commission may submit one combined application that includes “descriptions” and budgets for the proposed Phase 1 School Readiness Programs (and/or System). *Consult the “Guidelines and Tools for Completing a School Readiness Program Application” for full instructions on how to prepare your program narrative.*

**1. PROGRAM/SYSTEM DESCRIPTION**

***a. Provide an overview of the School Readiness Program/System, including communities to be served.***

The City of Anaheim provides the ideal place for families to locate. Jobs are plentiful, the weather is ideal, school districts are committed to providing quality educational services, City Hall is promising cooperation with school districts to find additional school sites, and the crime rate is low. The City of Anaheim is the second largest city in Orange County with a population of 328,014, experiencing 23% growth from 1990 to 2000. According to Census 2000 Redistricting Data, 57.66% of the population is White; 2.80% are Black or African American; 0.96% classify themselves as American Indian or Alaskan Native; 12.62% are Asian; 0.45% identify themselves as Native Hawaiian or Other Pacific Islander; and 5.29% are two or more races. Within the above, 49.23% categorize themselves as Hispanic or Latino origin of any race. In 1997, the average monthly rent was \$690. The current median household income is \$42,659 with 26% of the population making \$24,000 or less. In the Orange County Head Start Parent Community Needs Assessment Survey conducted in November 2000, 10.8% of parents are currently on waiting lists for subsidized housing with 8.2% of them on the list for two or more years. In January 2001, 10.64% of families were receiving public assistance through the California Work Opportunity and Responsibility to Kids program. Demographic data for Spring 2000 shows total enrollment for the Anaheim City School District (ACSD) at 21,820 students. 13,179 students (60.40%) are classified as English Language Learners. Of the total, 81.95% receive free and reduced price lunches through the National School Lunch Program. Currently ACSD serves over 676 children and families in early child development programs through Head Start and State Preschool. Despite adding 96 children to the State Preschool program in the year 2001, there are still over 200 families on the waiting list for these programs.

The establishment of a School Readiness Program is well underway in ACSD. Efforts have been led by two School Readiness Coordinators contracted by the district in collaboration with identified partners in the community. Together the identified partners

provide the “5 Essential and Coordinated Elements” for children 0-5 and families in Anaheim. CCFC funding for the ACSD School Readiness Program will be used to establish “kindergarten plus,” “jump start” and “twilight” preschool classes, utilizing existing classroom spaces in targeted schools. These classes are described in Part 2 a-c of this narrative. In addition, funds will expand current services linked to the School Readiness Program such as the Administrative Director and the Pilot Coordinator. Currently, each targeted school is connected with a neighboring Family Resource Center (FRC) to provide adult education, health and social services. Targeted schools and educational sites were selected on the basis of greatest academic need and access to an FRC. Seven educational sites are targeted in the current application.

***b. What are the strengths and needs of the families and communities served by the targeted schools?***

The ACSD has a strong commitment to improving the lives of children and families by providing programs to meet the educational requirements necessary for an ever-changing work force. For example, an organized Parent Involvement Program staffed by a full time Parent Involvement Coordinator has been implemented District wide. The goal of the program is to strengthen parent involvement by establishing an infrastructure promoting leadership, volunteerism, and partnerships between home and school. ACSD works to support family literacy services through CBET (Community-Based English Tutoring) training, adult literacy training and parenting education classes. The two School Readiness Coordinators in ACSD are working with educational staff, parents, and community members on developmentally-appropriate practices for children 0-5 as well as offering training to parents on a variety of related topics. This program was developed in accordance with the strategic plan of the Orange County Children and Families Commission (OCCFC) implemented a year ago. This strategic plan outlines eight particular service goals for each School Readiness Program. Among these goals is the participation of consumers and families in identifying current service gaps and planning appropriate strategies to bridge these gaps. The information provided by both formal and informal needs assessments will be used to determine key service gaps to target in School Readiness activities. Focus groups throughout ACSD with parents, principals, kindergarten and elementary teachers, family home care providers, and community service organizations (e.g., YMCA) were conducted informally by the School Readiness Coordinators to identify current service gaps. Formal needs assessment procedures have begun as well, in collaboration with the Center for Collaborations at California State University at Fullerton, including formal surveys of K-3<sup>rd</sup> grade teachers, parents in the community, and preschool providers. Other available needs assessments were also used to evaluate family and community strengths and needs. For example, 204 Head Start families completed the Orange County Head Start Community Needs Assessment in November and December of 2000. One important finding was that 87% of the parents surveyed indicated that they preferred only half-day early child development programs to full-day programs. Since the preschool children being targeted by our pilot programs are being drawn from children on the waiting list for Head Start and/or State Preschool, this information becomes crucial in the development of services to improve school readiness in these children and families.

In the targeted schools, children and families need additional kindergarten hours and quality preschool opportunities. Many children who enter kindergarten are not prepared to

learn. There may be a variety of reasons for this. A major problem is the lack of adequate early education experiences; up to 70% of children have no prior preschool experience. Sixty percent of the children entering kindergarten are English Language Learners. Parents of children entering schools may not speak English and may not have an understanding of school expectations. Parents may not possess the knowledge or cultural understanding to prepare their children for the school experience. Though debated among educators, children entering school in July may not turn 5 years old until as late as October or November. These children may struggle with a lack of developmental maturation as well as a lack of opportunity for learning. In trying to meet the needs of at-risk children entering kindergarten, ACSD proposed to use CCFC funds to create a two-fold program to meet the needs of these children who otherwise might miss learning opportunities. This two-fold program focuses on providing additional preschool programs using developmental-based education strategies and additional kindergarten hours for at-risk children in kindergarten.

The schools targeted in this application are described below, along with the proposed CCFC-funded additional classes of “kindergarten plus,” “twilight” and “jump start” preschool classes.

**Kindergarten Plus** - This program will be a 2 hour 5 day a week program for 15 children per class. This class will provide a developmental based program for at risk kindergarten children who are less than 6 years old. These are children who have not had learning opportunities at the preschool level in order to prepare them for kindergarten but are currently enrolled in kindergarten. The classes will be set up in the current kindergarten classrooms with additional materials brought in to meet the individual needs of these children. Current kindergarten teachers will teach these classes.

**Twilight Preschool** – Anaheim City School District Head Start/State Preschool Programs have over 300 families on a waiting list. The children from this waiting list do not have a good chance of being served. The twilight preschool would serve a percentage of these children 2 hours per day 5 days per week in a developmental based school readiness program to prepare them for kindergarten and help parents to understand the expectations of the school district. The teachers will be the instructional aides that currently work part time for the State Preschool and Head Start programs and have completed at least twelve units of child development college classes. Instructional classes will take place in current preschool classrooms and one special needs classroom.

**Jump Start** – At the present time children 0-5 are being served in a babysitting environment at the Family Service Center throughout the day while their parents take classes. The classes attendance is informal and the play is not curriculum based. The caregivers are not qualified as teachers. The “Jump Start” program would serve these children in three different sessions four days per week in the a. m. midday and a twilight session in the early evening. The program will be a developmental based school readiness program designed to meet the individual needs of an integrated age program. Qualified teachers will be hired. The fifth day of the week would be used for curriculum planning, assessment and parent conferencing and training. Classes will be located at the Anaheim City School District Family Service Center.

#### **Revere –**

The Revere School serves 96 State Preschool children and 68 Head Start children during two sessions. There is currently a waiting list for both programs. The ACSD Family



Service Center is adjacent to the Revere School, which offers parenting classes, ESL classes, literacy classes and the Even Start program.

The proposed Children and Families Commission funded additions will consist of two classes of “kindergarten plus” serving 15 children each. Both will be located at Revere School in kindergarten classrooms. The adjacent Family Service Center will serve approximately 45 children in three sessions. The first and second sessions will accommodate children (ages 1-5) of parents using services and classes at the Family Service Center. The twilight session will accommodate 15 children of parents attending night ESL classes.

#### **Patrick Henry –**

The Patrick Henry campus serves 34 Head Start children and has a waiting list for the program. The Patrick Henry community is home to a diverse student population. Eighty-six percent of Patrick Henry students are English language learners (EL). The actual attendance rate so far this year is 95%. The mobility rate is approximately 27%, one of the lowest in the district. Patrick Henry School is very fortunate to be involved in the City of Anaheim Community Services grant (City of Anaheim Family Resource Center at Manzanita Park, part of a FaCT collaborative) whereby families and residents living in the Patrick Henry neighborhood receive services from a number of non-profit agencies. Collaboration among multiple service providers has enabled the Family Resource Center to provide family counseling, health referrals, the Women and Children program, career guidance, employment referrals, ESL classes, and more.

The proposed CCFC-funded additions will consist of one class of “kindergarten plus,” held in the kindergarten classroom adjacent to the Head Start classroom. This program will take place in the late afternoon hours. The Head Start classroom will offer a twilight program for 15 children.

#### **Key –**

There are no structured early education services available at Key Elementary School. Area children are connected with the Family Resource Center at Ponderosa Park, (part of the same FaCT collaborative as the City of Anaheim Family Resource Center at Manzanita Park), which is highly responsive to the population. It is a busy interactive location where families gather. Children from this area are bused to Key Elementary School. Families residing around the densely populated Ponderosa Park use the park as a community gathering place.

The proposed CCFC-funded additions will consist of two classes of “kindergarten plus,” which will operate in kindergarten classrooms. This program will take place in the late afternoon hours.

#### **Jefferson II –**

Jefferson School serves approximately 15 special needs children in a district-run preschool classroom. Because there are currently no Head Start or State Preschool classes, the principal has begun a small class of twelve children and parents. “Learning Together” operates once per week for only one hour. This school also houses Saturday school for at-risk children in grades 1-6. A Prop 10 grant at the Jefferson II site will offer additional

parenting classes for parents and high quality early education for siblings of at-risk students as part of the Saturday school opportunity. These families are in reasonable proximity to the Anaheim City School District Family Service Center.

The proposed CCFC-funded additions will consist of one class of “kindergarten plus” along with a twilight preschool program. The “kindergarten plus” class will be located in a kindergarten classroom. The preschool program will be housed in the current special education preschool classroom.

**Palm Lane –**

Palm Lane serves 34 Head Start children in a Head Start modular. The closest Family Resource Center servicing families at Palm Lane is in Ponderosa Park.

The proposed CCFC-funded additions will consist of a twilight preschool for 24 children. The preschool will be housed in the Head Start classroom. Children will be enrolled from the waiting list for the ACSD Head Start and State Preschool programs.

**Franklin –**

Franklin serves 102 Head Start children in a Head Start modular. The closest Family Resource Center servicing families of Franklin is in Manzanita Park.

The proposed CCFC-funded additions will consist of one “kindergarten plus” class of 15 children, located in a kindergarten classroom.

**ACSD Family Service Center –**

The ACSD Family Service Center presently provides babysitting for children 1-5 of parents in ESL, computer, and parenting classes. The center will provide three quality child care programs with a specific research-based curriculum and qualified teaching staff in place of the current babysitting programs. The morning and midday sessions will be “Jump Start” preschool programs. The final session will be a twilight preschool program. All three will provide an age-appropriate school readiness curriculum.

Currently, 676 children and families are served in early child development programs through Head Start and State Preschool, with a waiting list of over 300 families. A serious limitation for many families in ACSD is their inability to afford private preschool programs to send their children to. However, within the surrounding area of Anaheim serving ACSD, there are a large number of Home Day Care Providers. Approximately 200 homes are available to families – most serving approximately 10-14 children. This group of early care and education paraprofessionals have linked with ACSD and the School Readiness Coordinators to begin addressing school readiness activities for children within their care. Through a network of providers offering developmental-based education programs in addition to quality early care, more children will have access to appropriate school readiness educational experiences.

For the following narrative sections, please refer to the referenced sections in the table below, “Current and New Partners and Strategies for ACSD School Readiness Program, Including Expected Results”

- 1c. What results are expected for children and families?  
 2a. What strategies and partners are currently in place that address the 5 “Essential and Coordinated Elements”?  
 2b. What new strategies and partners will be implemented to further address or expand/enhance the 5 “Essential and Coordinated Elements”?

5 Essential and Coordinated Elements	2a/2b Current and New Partners	2a/2b Current and New Strategies	1c Expected Results for Children and Families
<p>Early care and education services with kindergarten transition programs</p> <p>With the exception of Head Start and State Preschool, all of the identified partners are new.</p>	<p>Head Start and State Preschool programs</p> <p><b>Even Start</b></p> <p><b>Prop 10 “Let’s Learn Together”</b></p> <p><b>“Jump Start”</b></p> <p><b>“Kindergarten Plus”</b></p> <p><b>Twilight</b></p>	<p>Serves 676 children 3-4 in quality childcare environments that emphasize school readiness through developmental based education</p> <p>Provides preschool for children 3-4, home visits for children 0-3, and tutoring for children 5-8</p> <p>Early care and education for siblings of at-risk elementary school children as part of Saturday school program</p> <p>Children in the ACSD morning and midday babysitting programs receive a high-quality school readiness program</p> <p>Provides at-risk kindergarten children with additional learning opportunities in a two-hour-per-day program utilizing developmental-based education to enhance school readiness</p> <p>Provides additional children on Head Start and State Preschool waiting lists quality early education and care not otherwise available</p>	<p><u>Primary immediate result:</u>            Increased percentage of eligible children being served in quality early care and education programs, solving one of the most critical problems in early care and education services in ACSD—lack of available programs</p> <p><u>Primary long-term result:</u>            Improvements in API or SAT 9 scores indicating improved learning outcomes in the primary grades</p>
<p>Parenting/Family Support Services</p> <p>All partners except the Even Start and “Let’s Learn Together” programs are already in existence.</p>	<p>ACSD Family Service Center</p> <p>City of Anaheim Family Resource Centers Collaborative</p> <p>Head Start and State Preschool</p> <p><b>Prop 10 “Let’s Learn Together”</b></p> <p><b>Even Start</b></p> <p>CBET</p>	<p>Provides adult education (parenting, computer, ESL, and leadership training) as well as “Jump Start” and “Twilight” early care and education programs for children, Parent Involvement Program</p> <p>Provides adult education, health education and services, counseling and referrals, outreach services, WIC, and emergency assistance</p> <p>Provides staff and parents training and technical assistance, Family Partnership Agreements, Family Service Advocates, home visits, family literacy training</p> <p>Provides adult education</p> <p>Provides adult education, career development, early care and education for children, “Anaheim Achieves” tutoring program for children 6-8</p> <p>Provides literacy, ESL, and parenting programs</p>	<p><u>Primary immediate results:</u>            Increased percentage of eligible parents involved in adult education            Increased participation in Parent Involvement programs            Increased percentage of eligible families accessing health, counseling, and development services</p> <p><u>Primary long-term results:</u>            Improved family literacy rates            Improved parent employment rates            Improvements in API or SAT 9 scores indicating improved learning outcomes in the primary grades</p>

## Current and New Partners and Strategies for ACSD School Readiness Program, Including Expected Results

5 Essential and Coordinated Elements	2a/2b Current and New Partners	2a/2b Current and New Strategies	1c Expected Results for Children and Families
Health and Social Services          All of these partners are existing.	YMCA Community Services   Olive Crest Treatment Centers, Inc.  Head Start and State Preschool	Childcare Health Consultation Program assists in consultation and referral to health and behavioral health services, health and safety assessments, staff and provider training  Counseling for at-risk children, parenting training  Provides developmental, hearing, vision, dental, and mental health screening, permanent medical care, Family Service Advocates, home visits	<u>Primary immediate results:</u> Increased or complete percentage of children and families with special needs who obtained appropriate services. Increased percentage of eligible families accessing health, counseling, and development services  <u>Primary long-term results:</u> Reduction in work and school absenteeism Improved parent employment rates Improvements in API or SAT 9 scores indicating improved learning outcomes in the primary grades Reductions in safety violations
School Capacity          While this partner is not new, the conference collaboration with kindergarten teachers is perhaps the first of its kind in response to the challenge of school readiness	Head Start and State Preschool	Communicates expectations to parents, teaching "toward the standards" through a developmental-based education program, provides parenting classes  Communicates with kindergarten teachers about curriculum and preschool learning and communicate with preschool teachers about state kindergarten standards and how to enhance school readiness  Conference sponsored by School Readiness Coordinators with State Preschool and Head Start alongside kindergarten teachers to begin communicating about school readiness  Facilitates cross-training of standards for curriculum and assessment	<u>Primary immediate results:</u> Increased participation in Parent Involvement programs Establishment of regular interactions between kindergarten and preschool teachers  <u>Primary long-term results:</u> Improvements in API or SAT 9 scores indicating improved learning outcomes in the primary grades Develop centralized, comprehensive assessment and records database in order to facilitate the feedback process among teachers in ACSD.
School Readiness Program Infrastructure and Administration          These partners are all new, in response to the School Readiness Initiative	<b>Orange County Children and Families Commission</b>  <b>ACSD Administrative Programs:</b> Special Programs Curriculum & Instruction Pupil Services School Readiness Coordinator Preschool Director Parent Involvement Families in their communities	Provides leadership development, information and technical support, administers Prop 10 funds  Those individuals or programs providing facilities and support via evaluative, fiscal, and governing functions	<u>Primary immediate results:</u> Obtain CCFC Funding!  <u>Primary long-term results:</u> Improvements in API or SAT 9 scores indicating improved learning outcomes in the primary grades

### 2c. What are the specific roles and commitments provided by the participating schools?

The participating schools and the ACSD Family Service Center will provide spaces for classes and teaching staff for programs. Information on at risk kindergartners and children on waiting lists for Head Start/Preschool will be obtained in order to choose children for the programs.

The governance program will be a shared one between Head Start/Preschool, Jump Start and the twilight preschool program parents. The Head Start/Preschool and Pilot Coordinator will have shared responsibility. Decision making for the kindergarten plus will be done by parents through the school site councils and the PTA.

**2d. *How will coordination/integration of current and new services and resources for this School Readiness Program/System be addressed and supported?***

The School Readiness Initiative has provided new and varied opportunities for services and resources and the enhancement of current services and resources. The School District Administration is eager to utilize these opportunities; and by integrating the five essential "elements," serve children and families with informal support and formal linkages between early care and education system, school systems and family service and support systems.

The present organizational chart reflects an infrastructure that is extremely effective for what is considered a very large and a very diverse school district. The school district is serving 22,000 children in schools that were constructed for 14,000 students. This statistic has required year-round school scheduling with multiple tracks and sessions. The directors have become overloaded with work in so many different areas that with the addition of The School Readiness Initiative, it has become apparent that the early care and education area, including Head Start/Preschool, community early care facilities, family homecare providers, moms who stay home, and childcare in support of training and education, etc. etc. is in need of leadership that is able to concentrate specifically on linkages between systems, and increased quality numbers of children served.

In order for collaborative partners to provide support and services to existing and new programs, the leadership of an Early Care and Education Director is needed to guarantee communications and interactions will take place between partners.

Providing services under one umbrella of this administrative director would increase overall effectiveness in services to children and family. Meetings, newsletters, focus groups, committees, daily communication and resource development will take place regarding the children we serve in common.

Children and families with the highest needs will be identified through partners' waiting lists of eligible, identified children and families. Referrals from one partner to another will take place under the guidance of the Child Care Director. The director will have the position and authority to meet with the School District Cabinet and there find answers to service and collaboration issues that can be brought back to the collaborative table.

Coordination and integration of current and new services and resources will be addressed and supported from the parent and staff input at the home and classroom level all the way up to the Directors and the Superintendent. This formula has worked for the other special programs. The School Readiness Initiative is on the cutting edge of how we can reach at risk children and families and make them successful. It deserves a director in place to advocate and follow through without taking away from existing special programs.

All Parent Involvement programs will be coordinated from the Anaheim City School District Family Service Center. These include all California Department of Education Community Based English Tutoring (CBET) funded services. In coordination with North Orange County Community College District and Olive Crest, the following classes will be coordinated at the Family Service Center:

- ESL
- ESL through Computers
- Computer Skills (English and Spanish)
- Family Literacy
- Adult Literacy'
- Adult Guidance Counseling
- Learning Together
- Vocational ESL
- Los Nines Bien Educados
- Parent Expectations Support Achievement (PESA)
- Systematic Training for Effective Parenting (STEP)
- Home-School Partnerships
- Parent Institute
- Nutrition
- Successful Parenting
- Parent Leadership Institutes
- District Advisory Committee/District English Learner Advisory Committee (DAC/DELAC)
- A variety of workshops hosted at the sites by School Site Councils and PTA

Staff to support the aforementioned programs will occupy four rooms. Staff consists of a program coordinator, program secretary, program clerk, baby-sitters, and two employees from the North Orange Community College District. In addition, staff from Olive Crest Treatment Centers will use the multipurpose room and the childcare room to conduct court-mandated parenting classes. The multipurpose room will also be utilized to conduct several activities for parents in the Revere attendance areas. Classes are offered Monday through Thursday, until 9:00 p.m.

### **3. OPERATIONS**

#### ***a. How has/will collaborative planning and decision making be accomplished?***

In order for Anaheim City School District to continue on what has been a challenging yet vital road to building an Early Care and Education Foundation, it is important that we incorporate a position to direct the many programs that now exist.

At the present time, the School Readiness program falls under the directorship of the Special Programs Director. She also directs all categorical programs, second language programs, library programs, and Head Start/State Preschools. With the recent addition of the Even Start program, the "Let's Learn Together" Program and the up and coming pilot programs, the expanse of work has become overwhelming for one director.

The addition of a Child Care Director would allow the Early Care and Education/School Readiness programs to continue to grow to serve more children in a community where there are so many unserved preschool children and families who do not fully understand the broad range of school district expectations.

The power of the voice given to a Program Director in a school district infrastructure would assure the success to programs and new ideas that might otherwise have been overlooked.

In addition, the value of a Director whose main body of knowledge includes the Early Childhood Education Field and the understanding of the integration of Early Education and Primary Education programs will help to create a seamless system of care and education.

The School Readiness Committee made up of school district personnel, family home care providers, parents representing school districts schools, private preschools, funded programs along with support groups will meet monthly to discuss ways that services can be coordinated to best serve children and families for school readiness. The Pilot Coordinator will work directly with the Head Start/Preschool Coordinator to provide quality programs for low income families who reside in the city of Anaheim.

The Behavioral and Health Specialists from the YMCA Community Services Childcare Health Consultant Program will provide consultation, advocacy and access to quality health and behavioral health services.

ACSD currently partners with the YMCA in the Anaheim Achieves After-school Program. This program recently received top honors in a statewide competition to recognize **collaborative** efforts that strengthen communities. Among 92 entries and 15 semifinalists who showcased their programs, the Anaheim Achieves Collaborative earned the distinguished honor of being designated as a California Gold Community – the only collaborative in the State to receive such an honor.

Anaheim Achieves is a partnership between the City of Anaheim, Anaheim City School District, Magnolia School District, YMCA, Anaheim Chamber of Commerce, CHOC, United Way and many other community partners. Originally started as a pilot program in 1999 with the California Department of Education, the Anaheim Achieves After-school Program now serves more than 2,500 students in 16 elementary schools between the hours of 3 and 6 p.m. The program helps to strengthen students' basic skills in reading and math, and provide structured recreational opportunities for children to participate in enrichment activities, such as art and music, and develop positive values. The mission of the CCS Partnership, established in 1997, is to develop and sustain an organization to foster local and state collaborative efforts that strengthen communities and improve the lives of children and families.

***b. How does your staffing and professional development support the results and strategies for the 5 “Essential and Coordinated Elements” for the children and families to be served?***

The Children and Families Commission of Orange County made up of commissioners, and advisory committees have provided a foundation of leadership for the School Readiness Initiative by first making the determination that School Readiness Coordinators was what was needed to get the ball rolling. They have continued to be supportive of the position and overall goals.

Thirteen of the Twenty-three schools in the Anaheim City School District are low performing. The pilot program would serve children at six out of the thirteen. Monthly or quarterly meeting are held with a variety of collaboratives; Family Home Care Providers, Community and Private Child Care providers, YMCA, Head Start/Preschool, teachers, principals of ACSD schools and Magnolia schools. Also included are childcare providers in support of parent training and education, parents from the Head Start/Preschool programs and kindergarten parents and Community College personnel. New additions will be representatives from Even Start, Let's Learn Together, and pilot programs. This group will come together in representation as a school readiness transitioning committee. The committee will plan together, share resources, and make decisions about the program delivery.

Parents and committee members will receive training and/or education to enhance their participation and prepare them ultimately for possible paid positions within our district.

This is a staff development strategy and will be included in the budget. Collaboration with governance and T and TA will be initiated using a Head Start model.

Ongoing Staff Development will take place. It will be provided by Head Start Staff, School Readiness Consultants, California Child Care Mentor Teacher Program, and Child Development Professionals from Community Colleges at the ACSD Family Service Center.

Culturally and Linguistically appropriate services will be offered to at risk kindergarten children including children with disabilities and preschool aged children who might otherwise miss the opportunity to have a preschool experience, and young children 0-5 that will benefit from a curriculum based program with qualified teachers that emphasizes school readiness, instead of a baby sitting environment.



**ANAHEIM CITY SCHOOL DISTRICT**  
**PROPOSED SCHOOL READINESS CENTER/PROGRAMS**

The Anaheim City School District will implement school readiness programs in several manners. These services will include additional and/or enhanced preschool programs, parent/adult education and health/social services for 0 – 5 children and their families in the attendance area of Key, Jefferson II, Henry, Revere, Palm Lane, Franklin and the Family Service Center. New services for 204 children; enhancement to existing services for 262 children; total of 466 children.

	School Readiness Budget
<b>Early Care and Education Services</b>	
Teaching Staff for kindergarten jump start, twilight sessions, etc. 14 classes @ 10,000 per class - Teachers stipends	\$140,000
Pilot Program Coordinator (full time position) coordinate all activities within the Pilot program, plan/implement program	\$75,000
Educational materials and supplies – books, educational supplies, consumables and resource materials.	\$20,000
<b>Parenting/Family Support Services</b>	
Family Services Advocate – (part time position) Assist with services to families including referrals, parent activities, parenting classes, etc.	\$45,000
<b>Health and Social Services</b>	
Mental Health Services - increased hours to existing staff	\$15,000
Speech Therapist - increase hours to existing staff	\$10,000
Case Manager/Nurse – screenings, referrals, immunizations, case management, and parent and child education.	\$50,000
<b>Program Infrastructure and Administration</b>	
Director of Early Care and Education Admin. position (1/2 time) – oversea all early education programs within district, plan/direct flow of all E.C.E. staff, administrative responsibilities to include district wide planning, facilities, etc.	\$75,000
Staff development - training for staff on High Scope, Kindergarten standards, developmentally appropriate practice.	\$10,000
<b>GRAND TOTAL</b>	<b>\$440,000</b>

## State School Readiness Pilot

### New Services

Program Title	Classes	Location	Number of Children
Kindergarten Plus	2	Key	30
Kindergarten Plus	2	Revere	30
School Readiness	3	Family Sr .Center	45
Kindergarten Plus	1	Henry	15
Twilight Preschool	1	Henry	15
Kindergarten Plus	1	Jefferson II	15
Twilight Preschool	1	Jefferson II	15
Twilight Preschool	2	Palm Lane	24
Kindergarten Plus	1	Franklin	15
<b>Total</b>	<b>14</b>		<b>204</b>

### Enhancement of Existing Services

Program Title	Classes	Location	Number of children
Head Start	4	Revere	68
State Preschool	4	Revere	96
Head Start	2	Henry	34
Head Start	1	Palm Lane	34
Even Start	1	Family Ser. Center	30
<b>Total</b>	<b>12</b>		<b>262</b>

**Additional information provided after CCFC review.**

### Anaheim City School District

**Please describe family involvement in the design of the service strategies and clarify their role in governance and decision –making.**

Family involvement in the design of the service strategies were accomplished in several fashions. Existing community needs assessment survey done with the district's 204 Head Start families, showed a crucial need for more services, particularly half day program. 75% of the parents reported wanting only part day services for their children. When creating the new Pilot program, these surveys were reviewed and school with a high number of reported families wanting part day program were targets for additional services.

Parents were also engaged in the process through focus groups and trainings held in the Head Start and State Preschool programs as well as several kindergarten parent sessions.

The district's two School Readiness Coordinators conducted sessions with parents earlier in the year to assist the district in determining how better they can meet families' needs. The results of these meetings were used to design this program. For instance, parents cited a clear governance and decision-making role when involved in the Head Start program and the State preschool program, but when their children entered the regular school system, many of these popular approaches are not used. It is the intention of this Pilot grant to assist more parents in the decision-making bodies.

The parents in the twilight program will be utilizing existing Head Start and State preschool facilities. The families in this program will become a part of the Head Start/State preschool policy committee. The policy committee meets monthly to discuss and have input on the budgets of the programs, program activities as well as hiring and firing decisions. This active group will add representative from the twilight program to assist in providing these same services to the State pilot program.

Parents of children in the Kindergarten Plus start program (enhance services to 4 year old kindergarteners) will participate in the school site councils. These councils have become much more actively involved in categorical funding for the district as well as advisory roles on district curriculum. The program director will ensure that training is provided for parents in an effort to guide them through the school district system via the site council. Currently the district is working with a large group of parents who represent the diversity of the school community and are involved in leadership training. These parents attend classes and workshops on leadership and skill building. Empowerment is shown when this group begins to serve on district committees such as the School Site Council.

The existing School Readiness Coordinators will also continue to gather input from parents, administrators and community agencies in guiding the overall School readiness program through their School Readiness/Transition Team. This team has been growing and changing in the past few months as the School Readiness program develops. The intention of this team is to have monthly meetings with translation services available in which input is gathered for program improvement as well as future development.

**The cultural and linguistic appropriateness of service strategies and the approaches for identifying and serving children with special needs are not clear.**

With an English Language Learners population of approximately 66% throughout the district, the cultural and linguistic appropriateness of service strategies is one in which the District takes pride. The majority of staff are bilingual and many are bicultural. A multicultural education philosophy is actively promoted throughout the Head Start and State preschool programs. This education offers children and their families the experiences necessary to be successful in a diverse and changing world. Culturally relevant programs provide the district children and families with a positive sense of self. Just as in existing district programs, authentic and relevant multicultural experiences will be determined through interaction by staff and the families it serves in these new programs. Included in these areas to be addressed are cooking experiences, classroom materials, activities and celebrations. All of which will be incorporated into the program on a daily basis as required by the cultural make-up of each classroom. In offering a diverse range of cultural experiences, the children will learn to appreciate the similarities and

differences of various cultures. This in turn will provide the children with the necessary experiences to meet society's needs.

Children ages 0-3, with solely low-incidence disabilities (hearing impaired, visually impaired, orthopedically impaired) are served by the Anaheim City School District. Children with other disabilities are served by Regional Center. The Anaheim City School District offers a variety of special day class programs for preschoolers, including programs for visually impaired or orthopedically impaired children. Speech and language programs as well as occupational therapy/physical therapy services are also available. 10% of the existing Head Start program slots are targeted for special needs children. Active recruitment is done to mainstream children into Head Start and State preschool classrooms. Current district policies and procedures will be adopted for the new State programs. Services for children in kindergarten include a wide continuum of options, including resource specialist program and speech and language services at every school, as well special day class, occupational therapy/physical therapy, and orientation and mobility at selected sites. Referrals can be made by teachers, parent agencies, appropriate professional persons, and from other members of the public. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. All referrals must be made in writing. It is expected that the vast majority of referrals will originate at the school site level as a result of the Student Assistance Process which ensures that the resources of the regular education program have been considered. A unique district program, called Child Find gives internal parties, community members as well as parents of children not yet enrolled in the district an opportunity to make referrals to the district with one phone call to the Child Find hotline. This number is publicized throughout the local community's agencies and parents in existing school district programs receive information upon enrollment into district programs.

The district has also recently added a prekindergarten assessment team to the Child Find staff. This team is housed at the district's Family Service Center with the School Readiness Coordinators and the Even Start staff. This gives them a better opportunity to make sure individuals do not fall through the cracks because of the close proximity to their offices. Conversations are underway to streamline the new State program into this process.

**Please describe the links with existing services, such as the other early care and education programs and the school and other supports listed (beyond shared facilities). For example, how are the early care and education providers and the school involved in collaborative decision-making and joint training?**

The district has worked extremely hard to interface existing programs with new proposed programs. For example, housing staff for the first time together at the Family Service Center truly brings about an atmosphere that is conducive to internal collaboration. Engaging the local early care and education providers from the community into the School Readiness Transition team allows for input from a variety of sources. Often times the voices heard are the same ones, which does not always allow for growth and change. It is the intent of this team to provide that needed feedback from a variety of sources looking at services from many different views. It was discussed early the close collaboration this

program will have with the existing Head Start and State preschool families and existing governing bodies. Curriculum and policies will follow closely to ones already established for the other early care programs provided by the district.

One exciting event that the district intends to continue to focus on is the connection between the Early Care staff and the Kindergarten teachers. A one day seminar was recently held to give teachers from both programs an opportunity to share their similarities and be trained on each other's curriculum. The kindergarten teachers reviewed early care curriculum such as High Scope and were taught about the ongoing assessments done for the 3 and 4 year old children. Preschool teachers learned first hand about the districts standards and reviewed materials such as kindergarten report cards. Regular team meetings are being held between these two staffs at each school site that offers both early care programs and kindergarten. The new State programs will become a natural part of this group. Individual plans are being developed for each school to determine what things they would like to work on as a team and continue to provide joint training opportunities to enhance both programs.

**The services in the 5 ' Essential Elements' are identified, but please explain how the services are connected and integrated for children and their families across the elements.**

Because the 5 Essential Elements are so similar to the Head Start performance standards, daily integration will occur. Seamless services will allow parents to take part in adult education classes, parenting classes or volunteer experiences while their children take part in the daily routine of a preschool atmosphere. While in the program, the nurse will provide the needed medical and dental assessments, following again the Head Start model. The Anaheim City School District has worked extremely hard in the past few years to model the same quality programs for Head Start and State preschool families in such a way that the program appears to be one. Children in both programs receive all the services provided by the Head Start guidelines. It is the intention to follow that model with the new State programs. The two School Readiness coordinators work very closely with the Head Start and Preschool Coordinator to make sure that quality services are provided throughout the program. Trainings are offered to all staff, parents can take advantage of classes and social services regardless of program affiliation. It is important to view and recognize each child and each parent as a unique individual while offering quality seamless integrated services throughout the programs.